

## Lower Lee Elementary

5142 St. Charles Road  
Mayesville, SC 29104

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	341 Students	
<b>Principal</b>	Harriett C. Brevard	803-428-3637
<b>Superintendent</b>	Dr. Lloyd Hunter	803-484-5327
<b>Board Chair</b>	Deloris Wright	803-437-2089

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	15	60	37

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Unsatisfactory	Unsatisfactory	No
<b>2004</b>	Below Average	Good	Yes
<b>2005</b>	Unsatisfactory	Unsatisfactory	No
<b>2006</b>	Unsatisfactory	Unsatisfactory	No

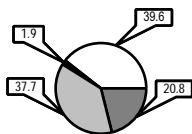
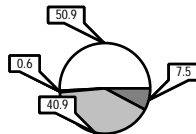
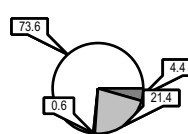
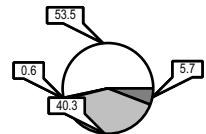
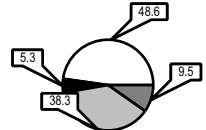
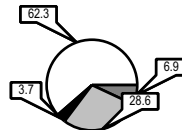
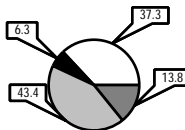
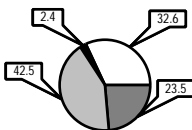
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	170	94.7	37.5	38.8	21.7	2.0	32.2	Yes	Yes
<b>Gender</b>									
Male	68	89.7	48.3	36.7	13.3	1.7	25.0	N/A	N/A
Female	102	98.0	30.4	40.2	27.2	2.2	37.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	168	94.6	38.0	39.3	20.7	2.0	31.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	145	100.0	34.3	40.9	22.6	2.2	33.6	N/A	N/A
Disabled	25	64.0	66.7	20.0	13.3	0.0	20.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	170	94.7	37.5	38.8	21.7	2.0	32.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	168	94.6	38.0	39.3	20.7	2.0	31.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	155	94.8	37.0	40.6	21.0	1.4	31.2	Yes	Yes
Full-pay meals	15	93.3	42.9	21.4	28.6	7.1	42.9	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	170	93.5	48.3	43.0	7.9	0.7	18.5	No	Yes
<b>Gender</b>									
Male	68	88.2	40.7	50.8	8.5	0.0	15.3	N/A	N/A
Female	102	97.1	53.3	38.0	7.6	1.1	20.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	168	93.5	49.0	43.0	7.4	0.7	18.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	145	99.3	45.6	44.9	8.8	0.7	20.6	N/A	N/A
Disabled	25	60.0	73.3	26.7	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	170	93.5	48.3	43.0	7.9	0.7	18.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	168	93.5	49.0	43.0	7.4	0.7	18.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	155	93.5	49.6	40.9	8.8	0.7	19.7	No	Yes
Full-pay meals	15	93.3	35.7	64.3	0.0	0.0	7.1	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	170	98.8	73.4	21.5	4.4	0.6	5.1
<b>Gender</b>							
Male	68	97.1	80.0	16.9	3.1	0.0	3.1
Female	102	100.0	68.8	24.7	5.4	1.1	6.5
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	168	98.8	73.7	21.2	4.5	0.6	5.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	145	99.3	69.9	24.3	5.1	0.7	5.9
Disabled	25	96.0	95.5	4.5	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	170	98.8	73.4	21.5	4.4	0.6	5.1
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	168	98.8	73.7	21.2	4.5	0.6	5.1
<b>Socio-Economic Status</b>							
Subsidized meals	155	98.7	74.1	21.0	4.2	0.7	4.9
Full-pay meals	15	100.0	66.7	26.7	6.7	0.0	6.7

<b>Social Studies</b>							
All Students	170	99.4	53.2	40.5	5.7	0.6	6.3
<b>Gender</b>							
Male	68	98.5	60.0	35.4	4.6	0.0	4.6
Female	102	100.0	48.4	44.1	6.5	1.1	7.5
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	168	99.4	53.8	39.7	5.8	0.6	6.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	145	99.3	48.5	44.1	6.6	0.7	7.4
Disabled	25	100.0	81.8	18.2	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	170	99.4	53.2	40.5	5.7	0.6	6.3
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	168	99.4	53.8	39.7	5.8	0.6	6.4
<b>Socio-Economic Status</b>							
Subsidized meals	155	99.4	52.4	41.3	5.6	0.7	6.3
Full-pay meals	15	100.0	60.0	33.3	6.7	0.0	6.7

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	39	100.0	31.4	37.1	28.6	2.9	31.4
	4	54	100.0	25.5	49.0	25.5	0.0	25.5
	5	45	95.6	40.5	54.8	2.4	2.4	4.8
	6	52	98.1	61.7	34.0	4.3	0.0	4.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	40	95.0	23.5	44.1	32.4	0.0	32.4
	4	40	92.5	52.9	29.4	14.7	2.9	17.6
	5	47	97.9	32.6	39.1	26.1	2.2	28.3
	6	43	93.0	42.1	42.1	13.2	2.6	15.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	39	100.0	40.0	54.3	5.7	0.0	5.7
	4	54	100.0	31.4	49.0	17.6	2.0	19.6
	5	45	95.6	69.0	21.4	9.5	0.0	9.5
	6	52	98.1	61.7	23.4	14.9	0.0	14.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	40	95.0	60.0	37.1	2.9	0.0	2.9
	4	40	90.0	57.6	33.3	9.1	0.0	9.1
	5	47	97.9	43.5	50.0	6.5	0.0	6.5
	6	43	90.7	35.1	48.6	13.5	2.7	16.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	39	100.0	65.7	34.3	0.0	0.0	0.0
	4	54	100.0	49.0	45.1	5.9	0.0	5.9
	5	45	95.6	83.3	11.9	2.4	2.4	4.8
	6	52	98.1	87.2	10.6	2.1	0.0	2.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	40	97.5	77.1	17.1	5.7	0.0	5.7
	4	40	97.5	82.9	8.6	8.6	0.0	8.6
	5	47	100.0	57.4	38.3	4.3	0.0	4.3
	6	43	100.0	80.5	17.1	0.0	2.4	2.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	39	100.0	65.7	31.4	2.9	0.0	2.9
	4	54	100.0	27.5	52.9	17.6	2.0	19.6
	5	45	95.6	71.4	23.8	4.8	0.0	4.8
	6	52	98.1	80.9	17.0	2.1	0.0	2.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	40	100.0	54.3	40.0	5.7	0.0	5.7
	4	40	97.5	71.4	22.9	5.7	0.0	5.7
	5	47	100.0	40.4	51.1	8.5	0.0	8.5
	6	43	100.0	51.2	43.9	2.4	2.4	4.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 341)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 79.3%	100.0%	100.0%
Retention rate	4.0%	Down from 5.7%	4.1%	2.8%
Attendance rate	95.3%	Down from 95.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.3%	Down from 5.9%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	5.9%	Up from 5.4%	0.0%	0.0%
Eligible for gifted and talented	1.1%	Down from 1.5%	3.6%	10.4%
On academic plans	61.7%	N/AV	48.9%	33.6%
On academic probation	0.0%	N/AV	2.4%	1.0%
With disabilities other than speech	6.7%	Down from 7.2%	7.5%	7.5%
Older than usual for grade	1.2%	Down from 2.3%	1.6%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 24)</b>				
Teachers with advanced degrees	54.2%	Up from 38.5%	52.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	12.0%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	18.2%	Down from 19.0%	3.3%	0.0%
Teachers returning from previous year	77.1%	Down from 87.0%	83.1%	87.3%
Teacher attendance rate	96.0%	Up from 94.0%	94.5%	94.9%
Average teacher salary	\$38,909	Up 8.5%	\$41,540	\$42,485
Prof. development days/teacher	10.7 days	Up from 9.2 days	15.1 days	13.3 days
<b>School</b>				
Principal's years at school	1.0	Down from 5.0	5.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Up from 16.0 to 1	16.3 to 1	18.6 to 1
Prime instructional time	89.0%	Up from 87.8%	88.1%	89.7%
Dollars spent per pupil*	\$7,927	Up 32.4%	\$7,923	\$6,557
Percent of expenditures for teacher salaries*	64.9%	Up from 60.4%	60.6%	64.0%
Percent of expenditures for instruction*	70.7%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	88.3%	Down from 97.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	17.1%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Lower Lee Elementary is continuing the climb to eminent success as a school of excellence! As a result of the collaborative efforts of the school staff, students, parents, and community members, we ensured a quality educational experience for each child by implementing and/or continuing initiatives in the areas of data analysis, professional development, technology integration, student services, and parent/community involvement.

The school staff has consistently engaged in data analysis sessions in an effort to implement instructional strategies and assessments to meet the needs of our unique rural student population. We developed an AYP Playbook with detailed strategies for reviewing test data, monitoring students' progress and providing small group instruction to targeted groups of students. MAP results, benchmark tests, and classroom assessments were used effectively to monitor and assess students' needs.

Professional development activities were conducted during the regular school day and on Saturdays. Additionally, on-site nationally recognized professional development consultants provided on-going training in the areas of differentiated instruction and classroom management.

Students were motivated to excel through meaningful after-school experiences provided as a result of the collaborative efforts of our Homework Center and Communities in Schools Program. Student incentives and celebrations recognized academic excellence, perfect attendance, and outstanding behavior. Class-size reductions enabled teachers to work more effectively with individual students and small groups. Most exciting of all, field study experiences through trips to Charleston, Columbia, Myrtle Beach, and Disney World's Y.E.S. Program provided real life connections to learning for many of our students.

Technology equipment was upgraded to include new computers in the computer lab and several classrooms. Classroom and networked printers, LCD projectors, scanners, and digital cameras were also provided in many areas of the school. To ensure effective utilization of the equipment, technology integration with the curriculum was implemented and supported through ongoing on-site technology workshops.

Finally, parental involvement was greatly enhanced through our active PTO, SIC, and Parent Volunteer Program. The renovated and upgraded Parent Resource Center afforded parents the opportunity to utilize computers, view videos, and check out parenting materials for use at home.

The Lower Lee School family and supporters will continue to implement research-based instructional strategies and hold high expectations for all students as we adhere to our school's motto: No child rises to low expectations!

Harriett Brevard, Principal

Vida Bradley, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	22	44	33
<b>Percent satisfied with learning environment</b>	95.5%	84.1%	84.4%
<b>Percent satisfied with social and physical environment</b>	100.0%	83.3%	83.9%
<b>Percent satisfied with school-home relations</b>	95.2%	88.4%	90.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.